

V(A). Planned Program (Summary)

Program # 2

1. Name of the Planned Program

4-H Youth and Development

Reporting on this Program

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
801	Individual and Family Resource Management	25%			
802	Human Development and Family Well-Being	25%			
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	25%			
806	Youth Development	25%			
	Total	100%			

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	3.0	0.0	0.0	0.0
Actual Paid Professional	2.2	0.0	0.0	0.0
Actual Volunteer	0.0	0.0	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
143466	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
71428	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
51371	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

In 2012, the UOG-CES 4H Youth Development and Communities program conducted workshops using the Experiential Learning Model to promote life skills. UOG CES planned, organized, facilitated and conducted youth related outreach educational activities that reached 5,625 youth. Activities include 18 workshops with community clubs, 26 workshops with school clubs, 6 workshops with 4H after school clubs with military 4H clubs. We also conducted 16 special interest/short term program, a 3-week day camping program, 18 after-school enrichment programs, 6 individual study/mentoring/family learning program, 2 after school program using 4h curriculum on staff training, and 2 instructional TV/Video/ Web program

Workshop topics included consumer family science, biological sciences, technology and engineering, physical science environmental educational/earth science, and agriculture in the classroom. Participants learned, practiced and mastered life skill activities including: teamwork, managing feelings, healthy lifestyle choices, personal goal setting, resiliency cooperation/collaboration with others, communication and social skills, leadership, wise use of resources, decision making, critical thinking, self-esteem/motivation, marketable skills, responsible citizenship, and learning to learn. The workshops also included STEM activities.

2. Brief description of the target audience

Primary target audience include: children and youth in the community, I public, private and military school as well as their families, teachers, educators, and organizations that requested out service in a collaborative manner. Extension continues its effort to reach the population who are under-served. This year 4H partnered with the Guam Department of Education's Federal Programs providing life skills workshops to student whose language is other than English, students who are primarily from the Federated States of Micronesia. We have established a partnership with JP Torres Alternative School dealing with high-risk students. We collaborated with Department of Youth Affair to initiate programs and life skills to promote career path of clients.

3. How was eXtension used?

eXtension was used as a reference in developing and aligning our outreach program for youth at risk.

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	521	968	5625	6122

2. Number of Patent Applications Submitted (Standard Research Output)
Patent Applications Submitted

Year: 2012

Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2012	Extension	Research	Total
Actual	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- (1) # of club members

Year	Actual
2012	1825

Output #2

Output Measure

- (2) # of volunteer leaders

Year	Actual
2012	130

Output #3

Output Measure

- (3) # of workshops

Year	Actual
2012	100

Output #4

Output Measure

- (4) # of brochures
Not reporting on this Output for this Annual Report

Output #5

Output Measure

- (5) # of surveys

Year	Actual
2012	1

Output #6

Output Measure

- (6) # of media articles and promotions
Not reporting on this Output for this Annual Report

Output #7

Output Measure

- (7) # of focus group
Not reporting on this Output for this Annual Report

Output #8

Output Measure

- (8) # of volunteers trained

Year	Actual
2012	34

Output #9

Output Measure

- (9) # of extension staff trained

Year	Actual
2012	11

Output #10

Output Measure

- (10)# of collaboration established

Year	Actual
2012	17

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	(1) Number of youth through communication and expressive arts programming demonstrate increased self efficacy in public speaking, presentations, visual arts and performing arts
2	(2) Number of youth participants in 4H natural resources and environmental education programs demonstrate environmentally responsible behavior
3	(3) Number of youth participants who study plant, soil and entomology learn the interconnectedness of organisms and their environment
4	(4) Number of youth reporting positive attitude change and/or aspirations about learning and careers in a 4-H project area
5	(5) Number of youth increasing participation in science and technology educational programming/clubs
6	(6) Number of volunteers completing a training program and successfully leading a program, activity, event or club
7	(7) Number of youth indicating increased knowledge/skills related to economic education and/or entrepreneurship
8	(8) Number of youth indicating knowledge and/or skills related to leadership
9	(9) Number of youth reporting positive attitude change and/or aspiration related to volunteering and community service

Outcome #1

1. Outcome Measures

(1) Number of youth through communication and expressive arts programming demonstrate increased self efficacy in public speaking, presentations, visual arts and performing arts

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	2859

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Communication and expressive arts programs promotes effective communication, public speaking, citizenship skills, build leadership and personal development, increases community/volunteer services, and civic engagement. These programs help youth express themselves, increase self-confidence, develop good self-esteem, additionally the programs increase knowledge in critical thinking, decision making, goal setting, and problem solving. These are identified essential skills in youth development as youth prepare to enter into the workforce.

What has been done

One-Hundreth workshops were conducted with the total of 5,625 youth participating in the life skills sessions that increased their knowledge and skills in communication and expressive arts.

Results

2583 participated in civic engagement, 968 learned skills in community/volunteer service, 2685 increased their leadership and personal development skills, 3623 increase their communication skills and participate in expressive arts and STEM.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #2

1. Outcome Measures

(2) Number of youth participants in 4H natural resources and environmental education programs demonstrate environmentally responsible behavior

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	2524

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

It is essential that youth take part in becoming leaders in our community and environmental issues. Sustainable community depends on our youth partnerships and leadership development. Youth need to understand the linkages between natural resources and environmental education program. By involving youth in ecological projects, they increase their sense of ownership, citizenship, and environmental stewardship.

What has been done

A number of workshops were conducted to increase their knowledge and skills in natural resources and environmental education programs.

Results

2,524 youth participants in the 4-H natural resources and environmental programs increased their knowledge and demonstrated learned skills in environmental education programs including responsible behavior.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #3

1. Outcome Measures

(3) Number of youth participants who study plant, soil and entomology learn the interconnectedness of organisms and their environment

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	1102

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Youth who participated in school gardening (Ag. in the Classroom) curriculum developed positive self-esteem, increased nutritional habits, developed leadership skills, increased awareness and appreciation for the nature and the environment, increase a sense of healthy-lifestyles, and increased science skills. Youth gained an understanding of value of food, food processing and preparation as it related to healthy living. Youth outdoor activities increased their physical well-being.

What has been done

Workshops were conducted in the schools and 4-H Clubs that helped increased youths knowledge and understanding of plants, soils, consumer sciences, food processing and preparations. Additionally, youth learned about the science of entomology and how insects play a major role in our environment connectedness.

Results

1,102 youth learned new science skills and increased their knowledge with regard to plan and soils sciences and how the sciences of entomology is interconnected to organisms and environment.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities

806 Youth Development

Outcome #4

1. Outcome Measures

(4) Number of youth reporting positive attitude change and/or aspirations about learning and careers in a 4-H project area

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	3134

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

An essential element in youth development is independence. A skill that motivate youth to become critical thinkers, problem solvers, and good decision makers. To achieve these, CES provides opportunities for the youth to engage in learning that motivates them to be masters of the skills and practice learned skill through community services and citizenship activities.

What has been done

A number of workshops were conducted to help youth increase their knowledge and skills in critical thinking, problem solving, and good decision making. Youth reported positive attitude and/or aspirations about learning and career identification in 4-H project area.

Results

3134 youth increased their knowledge and changed their attitudes with regard to career choice and overall outlook of the future.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #5

1. Outcome Measures

(5) Number of youth increasing participation in science and technology educational programming/clubs

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	2781

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In partnership with our local education department and 4-H Military project, a demand for science, engineering and technology has been addressed. Resources identification and sharing had equipped our 4-H staff to deliver needed life skills activities that serviced SET programs. Our young people must learn life skills in SET in order to be competitive in job market.

What has been done

Ninety SET workshops were conducted in the GDOE, local 4-H Clubs, community organizations, summer and Christmas break including four with the Military Installation 4-H Clubs.

Results

2781 participants indicated an increased knowledge in basic sciences, engineering and math. Increased skills in measurements, plant identification, rocketry, marines sciences, and boating safety were identified to be activities that were also most enjoyed and learned.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #6

1. Outcome Measures

(6) Number of volunteers completing a training program and successfully leading a program, activity, event or club

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	130

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Volunteers are vital resources necessary for the success of our youth development programs. They play a important role in extending partnerships through community involvement, building, collaboration and delivering the programs to address client needs in the community. The volunteers must be supported with development opportunities, capable management and leadership, as well as adequate resources in order for them to increase their own skills and knowledge base so they engage and work with the youth and community.

What has been done

130 volunteers received training and orientation in the 4-H Youth Development Program. 4-H 101 training manual was used. The manual is extensive and provides a systematic approach to youth development programming.

Results

4-H Community 4-H Clubs, Special Interest 4-H Clubs, School Based 4-H Clubs, Military 4-H Clubs were organized and Chartered. 4-H office continues to service clubs implementing life skills activities as scheduled. Finally, volunteers have had a major impact in the increase enrollment of 4-H Membership as a whole.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities

806 Youth Development

Outcome #7

1. Outcome Measures

(7) Number of youth indicating increased knowledge/skills related to economic education and/or entrepreneurship

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	1092

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The community is currently facing an economic challenge. Prices for gas, food, shelter, and health care continue to increase. Youth finance and entrepreneurship programs help to promote skills, behavior, knowledge, and attitude for participant to become proactive in their future financial challenges.

What has been done

4-H Staff conducted twelve workshops within Guam public schools, local 4-H Clubs, community organizations and during summers and Christmas break including 2 Military installations. Workshops in budgeting, understanding where money goes, value of money, and simple business plans were conducted.

Results

1092 youth participants increased their knowledge and skills in money (finance) management, and practiced the development of a business plan. Youth indicated having increased their knowledge/skills related to economic education and/or entrepreneurship.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #8

1. Outcome Measures

(8) Number of youth indicating knowledge and/or skills related to leadership

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	2124

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Leadership skills are critical in our democratic governance. Youth who serves in leadership roles are potentially the leader of our nation's future. We must cultivate these skills and increase our potential if we are to become and continue to be a stronger nation. Our future depends on good leaderships with good leadership skills.

What has been done

Partnering with our schools, volunteers, local organizations, and Military partners, 4-H has conducted life skills training using Targeting Life Skills Model and Experiential Learning Model.

Results

2124 youth participated in workshop activities designed to increase skills in leadership that included targeted areas of communication, teamwork, self discipline, self responsibility, decision making, problem solving, concern for others, goal setting, critical thinking, cooperation, conflict resolution, good character and responsible citizenship.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #9

1. Outcome Measures

(9) Number of youth reporting positive attitude change and/or aspiration related to volunteering and community service

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	1768

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Volunteering and community service are they key elements to successful youth development programming. Youth need to learn from adults and adults need to learn from youth as we engage in both community betterment and oneself. Successful programs nationwide are based on volunteerism and community service.

What has been done

UOG-CES conducted workshops linking volunteer and community service to sustainable environment, community, individuals, families, and organizations resiliency.

Results

1768 youth and adult volunteers attended and participated in the workshops were able to report an increase in positive attitude regarding caring for the environment and their families. An increase in their generosity performance indicated that they want to share what they have learned (mastered), increase in participatory community service (belonging), while share their capabilities (independence).

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Appropriations changes
- Public Policy changes
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

Financial constrains have been most challenging. However, UOG-CES continues its efforts to seek extramural funding sources.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Pre and post evaluation results indicate that youths who participated in 4-H life skills activities demonstrate increased knowledge in subject matter areas, increased awareness of well-being (self esteem and self motivation), increased levels of social skills, increased participation in teamwork, increased interest in STEM topics, and increased levels of critical thinking, problem solving, and decision making skills.

Key Items of Evaluation